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ABSTRACT

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models--EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent--the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

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CONTINUANCE AND TRANSIENCE AMONG TEACHERS AND PUPILS IN THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1971-1975

July, 1976

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Report Number 7709

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DISCLAIMER

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FOLLOW THROUGH DISTRICT LIAISONS

1974-75

District 1	Herbert Rogers
District 2	Gerri Walker
District 3	Floyda Marcus
District 4	Shirley McGill
District 5	Flossie Allen
District 6	Marie Tervalon

The School District of Philadelphia
Follow Through Schools and Principals

1974-75

Schools	Principals
Arthur School 20th and Catharine Streets Philadelphia, Penna. 19146	Mr. Murray Ginsburg
Duckrey School 15th and Diamond Streets Philadelphia, Penna. 19121	Mr. Sylvester Webb
Dunbar School 12th St. N. of Columbia Avenue Philadelphia, Penna. 19122	Mr. Eugene J. Strolle
Drew School 38th St. S. of Powelton Avenue Philadelphia, Penna. 19104	Mrs. Franzella Buchanan
Elverson School 13th St. and Susquehanna Avenue Philadelphia, Penna. 19133	Mr. Albert Norrell
Ferguson School 7th and Norris Streets Philadelphia, Penna. 19122	Mrs. Sadie Mitchell
Fulton School Haines St. E. of Germantown Avenue Philadelphia, Penna. 19144	Mr. Jesse DiTeodoro
Harrison School 11th and Thompson Streets Philadelphia, Penna. 19122	Mr. William C. Williams
J. B. Kelly School Pulaski Avenue and Hansberry Street Philadelphia, Penna. 19144	Mr. William Seiberlich
Ludlow School 6th and Master Streets Philadelphia, Penna. 19122	Mr. Charles Day

Follow Through Schools	Principals
McMichael School 36th St. and Fairmount Avenue Philadelphia, Penna. 19104	Mr. John A. Watson
Nebinger School 6th and Carpenter Streets Philadelphia, Penna. 19147	Mr. Richard Becker
Pratt-Arnold School 22nd Street and Susquehanna Avenue Philadelphia, Penna. 19121	Mr. Elliot Jacoby
E. M. Stanton School 17th and Christian Streets Philadelphia, Penna. 19146	Mr. Vernon Jones
Stevens School 13th and Spring Garden Streets Philadelphia, Penna. 19123	Mr. Morris Berkowitz
Waring School 18th and Green Streets Philadelphia, Penna. 19130	Mrs. Felicita Hanna
A. Wilson School 46th St. and Woodland Avenue Philadelphia, Penna. 19143	Mr. Stanford James
J. Wister School Wakefield and Bringhurst Streets Philadelphia, Penna. 19144	Mr. Edward L. Russell

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ABSTRACT

Of the 350 teachers assigned to the program from 1971-72 to 1974-75, 208 (59%) remained through 1974-75, while 142 (41%) left. The Philadelphia Process Model had the highest retention rate (73%), and the Florida Parent Model (46%) showed the most mobility during the four-year period.

The retention rate of teachers seems sufficiently high to insure continuity of treatment, and the ultimate aims of the program seem to be in no great danger through staff discontinuance.

Of the 7936 pupils initially entering the program between 1971-72 and 1974-75 and remaining at least five months in their initial year and each successive year, 64% continued through 1974-75. When the five-month criterion was applied to the subgroup of pupils entering the program with Head Start or equivalent experience, the continuance rate was 73%, compared to 58% for the subgroup without similar preschool exposure.

As in the previous reports, this year's results showed that HS pupils, whether in terms of the total program or individual models, continued in the program at a significantly higher rate than NHS students.

The highest continuance rates for ALL and HS pupils were consistently found in the Bank Street Model, while the Florida Parent and Bilingual Models showed the most pupil mobility.

Because the continuance rate of Follow Through pupils continues to be satisfactory, it appears that pupils will remain enrolled in the program over a sufficient amount of time to receive the planned benefits of the program.

INTRODUCTION

There have been three previous reports issued regarding teacher and pupil retention in Philadelphia. The initial report, CONTINUANCE AND TRANSIENCE AMONG TEACHERS AND PUPILS IN THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA, 1968-1972, presented the background and need for this type of study, including the basic design and elements of the individual pupil file, the core file, which allows the tracking of pupils.

This update presents teacher and continuance data for the four-year span, 1971-72 to 1974-75. Continuance rates are reported only for teachers engaged in instructing in the program in and after 1971-72 (regardless of year of initial entrance) and children who entered during 1971-72, 1972-73, or 1973-74 and remained at least five months in each succeeding year after the initial year of entry. Students enrolled during this period who entered prior to 1971-72 are not covered in this study, since their continuance data were included in the earlier reports.

There is a caution to be kept in mind regarding the original study and subsequent updates: The studies are not intended to be an exhaustive probe into <u>all</u> factors related to continuance-transience among teachers and pupils. Further exploration of causes will be undertaken as data accumulate and opportunity allows.

STUDY DESIGN AND METHOD OF ANALYSIS

The methodology followed in this study has been described in detail in the original report and subsequent updates. The reader is referred to those sources if additional information is needed beyond the brief notes which follow.

Teachers

Data for all teachers assigned during 1971-72, 1972-73, 1973-74, and 1974-75 who remained at least five months in each year since assignment were summarized first by model, then for the total program. For each model the number and percentage of teachers who remained and left were aggregated by grade and for total model. Individual model data were then summed and presented in a similar format for the total program.

Pupils

Update procedures for this study were primarily concerned with the addition of records to the core file for all students who entered the program during 1974-75. A thorough search was also made to identify those who were incorrectly assigned new identification numbers in the School District's 1975 Pupil Directory (and who would, therefore, appear more than once on the file), and to consolidate their multiple records under one listing.

Coding

The mechanics of the coding procedure were described in great detail in earlier reports. The principle followed to assure reliable coding entries was a five-month criterion, rigorously applied, to define minimally accept-

able exposure in a Follow Through model for any given year. "Entering year," rather than grade-level, considerations formed the basic frame of reference for coding.

Analysis

The Follow Through Core File currently lists 7936 names of students who entered the program during 1971-72, 1972-73, 1973-74, and 1974-75 and remained at least five months in their initial year and each succeeding year. Each of these records was subjected to an analysis that employed first a five-month criterion, then a nine-month criterion, with breakdowns of this total analyzable population (ALL) into "Entering year" categories, following the groups through each succeeding year. The process was then repeated for the subgroup of 2741 pupils having documented Head Start or equivalent experience (HS) and 5195 pupils without this preschool exposure (NHS).

"Entering year" figures are completely determined by each of the exposure criteria. For example, while the pupil who had a nine-month exposure in his initial year and each succeeding year also satisfied the five-month criterion each year, the student who had a five-month exposure during his initial year and continued with an exposure of nine months each succeeding year was considered as entering the first year on the five-month criterion and satisfying that criterion each succeeding year, and also entering the second year on the nine-month criterion and satisfying that criterion each succeeding year. Comparatively few such cases occurred, but the fact should be noted.

RESULTS

Teachers

Teacher continuance-transience findings are presented in Table 1 to 8 in Appendix A. Of the 350 teachers assigned from 1971-72 to 1974-75, 208 (59%) have remained in the program through 1974-75, while 142 (41%) have left. For the program as a whole, the continuance rates were 59% in kindergarten and first grade, 60% in second grade, and 59% in third grade.

At the kindergarten level, the Philadelphia Process and Parent Implemented Models tied for first rank, each showing a 75% continuance rate. Behavior Analysis (63%) held third place, followed by Bilingual (56%), Bank Street (54%), and EDC (53%). Florida Parent ranked last with a 42% retention rate.

First-grade continuance data placed Parent Implemented first (75%), Philadelphia Process second (73%), and Behavior Analysis (67%) and Bank Street (57%) third and fourth, respectively. A 53% holding rate was attained by both Bilingual and EDC, while Florida Parent with 50% again ranked last.

In second grade, Bank Street (90%) ranked first, followed by Philadelphia Process (69%), EDC (61%), and Behavior Analysis (55%). Bilingual, Florida Parent, and Parent Implemented all had a 50% continuance rate.

At the third grade level, the Philadelphia Process Model led with a 78% retention rate. Second place was held by Behavior Analysis (71%), and Bilingual (64%) followed. Bank Street (57%), Parent Implemented (50%), and EDC (47%) ranked fourth, fifth, and sixth, respectively, while Florida

Parent (43%) held last place.

According to Table 1 in the text, the Philadelphia Process Model had the best continuance rate (73%) based on the total number of teachers retained across the grades. Bank Street (64%) ranked second, and Behavior Analysis and Parent Implemented tied for third place with a 63% retention rate. Bilingual showed a 55% holding rate, followed closely by EDC (53%). Florida Parent held last rank with a 46% rate. Rankings based on the sum of the four grade-ranks placed the models in very much the same order. No matter how the data were sliced, the Philadelphia Process Model had the best overall teacher continuance over the four-year span, while the Florida Parent Model had the most mobility.

As shown in Table 2, a pattern has emerged over the past seven years of the program's operation which found the highest continuance rates in the Philadelphia Process, Behavior Analysis, and Bank Street Models, while the Florida Parent Model consistently had the lowest retention rates.

Pupils

General Index of Continuance

Table 3, derived from the detailed data tables in Appendix B, presents an overall index of continuance for the fourth four-year wave of the program. It shows continuance rates (percentages of 1971-72, 1972-73, and 1973-74 entrants remaining in 1974-75) for the total program and for each model. Average rates are provided for ALL, HS, and NHS pupils. The index is based on the ratios of remaining numbers to entering-year numbers only through 1973-74, since the entering and continuing groups in 1974-75 are, by definition, 100% of the population for that year.

TABLE 1

TEACHER-CONTINUANCE RANKING OF FOLLOW THROUGH MODELS, 1971-75

(COMPUTED ON TWO BASES)

Model	Grades								Across Grades			
	K		1		2		3		Computation Based on # of Teachers		Computation Based on Sum of Ranks	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	Sum of Ranks	Overall Rank
Bank Street	54	5	57	4	90	1	57	4	64	2	14	4
Behavior Analysis	63	3	67	3	55	4	71	2	63	3.5	12	2
Bilingual	56	4	53	5.5	50	6	64	3	55	5	18.5	5
EDC	53	6	53	5.5	61	3	47	6	53	6	20.5	6
Florida Parent	42	7	50	7	50	6	43	7	46	7	27	7
Parent Implemented	75	1.5	75	1	50	6	50	5	63	3.5	13.5	3
Philadelphia Process	75	1.5	73	2	69	2	78	1	73	1	6.5	1
All Models	59	-	59	-	60	-	59	-	59	-	-	-

TABLE 2

TEACHER CONTINUANCE RATES IN FOLLOW THROUGH MODELS, BY FOUR-YEAR PERIODS: 1968-1975

Model	Years								Across Years	
	68-72		69-73		70-74		71-75		Sum of Ranks	Overall Rank
	%	Rank	%	Rank	%	Rank	%	Rank		
Bank Street	67	6.5	63	3	61	3.5	64	2	15	3
Behavior Analysis	77	1	69	2	67	1	63	3.5	7.5	2
Bilingual	73	3.5	62	4	61	3.5	55	5	16	4
EDC	73	3.5	61	5.5	53	5.5	53	6	20.5	6
Florida Parent	67	6.5	50	7	45	7	46	7	27.5	7
Parent Implemented	69	5	61	5.5	53	5.5	63	3.5	19.5	5
Philadelphia Process	76	2	74	1	66	2	73	1	6	1
All Models	74	-	65	-	60	-	59	-	-	-

TABLE 3

PUPIL CONTINUANCE IN FOLLOW THROUGH MODELS, 1971-75

(COMPUTED USING TWO EXPOSURE CRITERIA)[1]

Model	5-Month Criterion						9-Month Criterion					
	ALL		HS		NHS		ALL		HS		NHS	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Bank Street	70	1	81	1	63	1	74	1	81	1.5	68	1.5
Behavior Analysis	65	3.5	74	3	60	2.5	71	2.5	75	3	68	1.5
Bilingual	59	6.5	70	6	56	5.5	64	6	71	5	61	6.5
EDC	65	3.5	73	4.5	58	4	66	5	69	6	63	3
Florida Parent	59	6.5	65	7	55	7	62	7	63	7	62	4.5
Parent Implemented	69	2	80	2	60	2.5	71	2.5	81	1.5	61	6.5
Philadelphia Process	63	5	73	4.5	56	5.5	67	4	74	4	62	4.5
All Models	64	-	73	-	58	-	68	-	73	-	64	-

[1]Percentages of 1971-72, 1972-73, and 1973-74 entrants who continued in the program in 1974-75 are given for ALL, HS, and NHS pupils.

According to Table 3, 64% of ALL pupils enrolled since 1971-72 remained through 1974-75, with the rate slightly higher (68%) when the nine-month criterion was applied. The retention rate for HS pupils was 73% on each criterion, while the NHS rate was 58% on the five-month criterion and 64% on the more stringent nine-month criterion.

On the five-month criterion, in the ALL category, the Bank Street Model ranked first with a 70% continuance rate, followed by the Parent Implemented (69%), Behavior Analysis (65%), EDC (65%), and Philadelphia Process (63%) Models. The Bilingual and Florida Parent Models placed last, each showing a 59% retention rate. When HS pupils were considered, the Bank Street Model (81%) again ranked first, followed closely by Parent Implemented (80%). Behavior Analysis (74%) held third place, and EDC and Philadelphia Process tied for the fourth position with 73%. Bilingual had a 70% rate, while Florida Parent (65%) held last place. In the NHS subgroup, Bank Street (63%) ranked first, and Behavior Analysis and Parent Implemented (60%) tied for second place, followed by EDC (58%), Bilingual and Philadelphia Process (each with 56%), while Florida Parent (55%) again ranked last.

On the more demanding nine-month criterion, in the ALL category, Bank Street (74%) ranked first, and Behavior Analysis and Parent Implemented (each with 71%) tied for second place. The ranking order continued with Philadelphia Process (67%), EDC (66%), Bilingual (64%), and Florida Parent (62%). When the focus was on HS pupils, the Bank Street and Parent Implemented Models led with an 81% rate, followed by Behavior Analysis (75%), Philadelphia Process (74%), Bilingual (71%), EDC (69%), and Florida Parent (63%). In the NHS category, differences among models were slight, with

only a seven-point spread between the highest rate (68% shared by Bank Street and Behavior Analysis) and the lowest (61% for both Bilingual and Parent Implemented).

Table 4 presents overall continuance findings for each of the four-year spans since the program started in 1968-69. Average rates are shown for each model and the total program for ALL and HS pupils who satisfied the five-month criterion. During the seven years of the program's existence, the Bank Street Model has had the best overall pupil continuance rates, followed very closely by the Behavior Analysis Model. A ranking of the models found the Parent Implemented, EDC, and Florida Parent Models holding the mid-positions, while the Philadelphia Process and Bilingual Models ranked sixth and last, respectively. The ranking order was identical when the nine-month criterion was applied, even though the percentages varied slightly.

With the general continuance index in Table 3 as a guide to the findings for this year, the following section will attempt to complete the picture, first with a comprehensive look at different shades of continuance analysis for ALL pupils, and then the same for the HS and NHS subgroups.

Analysis by Entering Year

Tables 5 to 7, derived from the detailed analysis tables in Appendix B, summarize the findings by showing the percentages of each model's and the total program's pupils remaining in 1974-75 for each "entering year" group within each exposure criterion, ranking the models on the basis of the percentages, summing the ranks across "entering year" categories within

TABLE 4

PUPIL CONTINUANCE RATES IN FOLLOW THROUGH MODELS, BY FOUR-YEAR PERIODS: 1968-75
(COMPUTED USING FIVE-MONTH CRITERION)

Model	Group	Years								Across Years	
		68-72		69-73		70-74		71-75		Sum of Ranks	Rank Based on Sum of Ranks
		%	Rank	%	Rank	%	Rank	%	Rank		
Bank Street	ALL	71	3	68	2	72	1	70	1	7	1
	HS	73	4	73	2	86	1	81	1	8	1
Behavior Analysis	ALL	82	1	72	1	66	2	65	3.5	7.5	2
	HS	81	1	79	1	75	4.5	74	3	9.5	2
Bilingual	ALL	63	7	59	7	57	7	59	6.5	27.5	7
	HS	66	7	66	6	74	6	70	6	25	7
EDC	ALL	71	3	65	4.5	61	5	65	3.5	16	4
	HS	77	3	70	4	76	3	73	4.5	14.5	4
Florida Parent	ALL	71	3	66	3	63	4	59	6.5	16.5	5
	HS	79	2	72	3	73	7	65	7	19	5
Parent Implemented	ALL	67	6	65	4.5	65	3	69	2	15.5	3
	HS	72	5	69	5	80	2	80	2	14	3
Philadelphia Process	ALL	69	5	61	6	58	6	63	5	22	6
	HS	69	6	64	7	75	4.5	73	4.5	22	6
All Models	ALL	71	-	65	-	63	-	64	-	-	-
	HS	74	-	72	-	77	-	73	-	-	-

TABLE 5

PUPIL-CONTINUANCE RANKING OF FOLLOW THROUGH MODELS, BY YEAR OF ENTRANCE - ALL PUPILS[1]

Model	5-Month Exposure Criterion								9-Month Exposure Criterion								Across Criteria	
	Entering Year						Sum of		Entering Year						Sum of		Sum of	Over-all
	71-72		72-73		73-74				71-72		72-73		73-74					
	%	Rank	%	Rank	%	Rank	Ranks	Rank	%	Rank	%	Rank	%	Rank	Ranks	Rank	Ranks	Rank
Bank Street	63	1	73	1	72	5	7	2	67	1	75	1	77	3.5	5.5	1	12.5	1
Behavior Analysis	55	4	64	3.5	75	2	9.5	4	61	2	69	3.5	79	1	6.5	2	16	3
Bilingual	47	7	56	6	72	5	18	6	51	6.5	62	6	73	6	18.5	6.5	36.5	6
EDC	58	2	64	3.5	73	3	8.5	3	57	4	69	3.5	70	7	14.5	5	23	4
Florida Parent	51	5.5	54	7	71	7	19.5	7	51	6.5	59	7	76	5	18.5	6.5	38	7
Parent Implemented	56	3	72	2	76	1	6	1	59	3	71	2	77	3.5	8.5	3	14.5	2
Philadelphia Process	51	5.5	63	5	72	5	15.5	5	53	5	66	5	78	2	12	4	27.5	5
All Models	54	-	63	-	73	-	-	-	57	-	67	-	75	-	-	-	-	-

[1]The "%" columns indicate percentages of 1971-72, 1972-73, and 1973-74 entrants remaining through 1974-75.

TABLE 6

PUPIL-CONTINUANCE RANKING OF FOLLOW THROUGH MODELS, BY YEAR OF ENTRANCE - HS PUPILS[1]

Model	5-Month Exposure Criterion								9-Month Exposure Criterion								Across Criteria	
	Entering Year						Sum of		Entering Year						Sum of		Sum of	Over-all
	71-72		72-73		73-74				71-72		72-73		73-74					
	%	Rank	%	Rank	%	Rank	Ranks	Rank	%	Rank	%	Rank	%	Rank	Ranks	Rank	Ranks	Rank
Bank Street	77	1.5	82	1	85	2	4.5	1	77	2	80	1.5	86	1	4.5	1	9	1
Behavior Analysis	67	4.5	71	4	91	1	9.5	3	67	3	77	3	85	2	8	3	17.5	3
Bilingual	60	7	68	6	82	4	17	6	59	6	74	5.5	79	4.5	16	6	33	6
EDC	70	3	74	3	75	6	12	4	66	4	75	4	66	7	15	4.5	27	4
Florida Parent	61	6	63	7	74	7	20	7	55	7	63	7	71	6	20	7	40	7
Parent Implemented	77	1.5	80	2	83	3	6.5	2	78	1	80	1.5	83	3	5.5	2	12	2
Philadelphia Process	67	4.5	69	5	80	5	14.5	5	64	5	74	5.5	79	4.5	15	4.5	29.5	5
All Models	68	-	72	-	81	-	-	-	66	-	75	-	77	-	-	-	-	-

[1]The "%" columns indicate percentages of 1971-72, 1972-73, and 1973-74 entrants remaining through 1974-75.

TABLE-7

PUPIL-CONTINUANCE RANKING OF FOLLOW THROUGH MODELS, BY YEAR OF ENTRANCE - NHS PUPILS[1]

Model	5-Month Exposure Criterion								9-Month Exposure Criterion								Across Criteria	
	Entering Year						Sum of		Entering Year						Sum of		Sum of	Over-all
	71-72		72-73		73-74				71-72		72-73		73-74					
	%	Rank	%	Rank	%	Rank	Ranks	Rank	%	Rank	%	Rank	%	Rank	Ranks	Rank	Ranks	Rank
Bank Street	51	1	66	1	67	6	8	1.5	55	1.5	70	1	73	4.5	7	2	15	2
Behavior Analysis	46	2	60	3	70	3	8	1.5	55	1.5	64	3	77	2	6.5	1	14.5	1
Bilingual	41	7	52	6	69	5	18	7	46	5	56	6	71	6	17	7	35	7
EDC	42	5	53	5	71	1	11	4	44	6	61	4.5	73	4.5	15	5	26	4.5
Florida Parent	42	5	46	7	70	3	15	6	47	3.5	53	7	79	1	11.5	4	26.5	6
Parent Implemented	42	5	65	2	70	3	10	3	41	7	65	2	70	7	16	6	26	4.5
Philadelphia Process	43	3	58	4	65	7	14	5	47	3.5	62	4.5	76	3	11	3	25	3
All Models	44	-	57	-	69	-	-	-	49	-	62	-	74	-	-	-	-	-

[1]The "%" columns indicate percentages of 1971-72, 1972-73, and 1973-74 entrants remaining through 1974-75.

exposure criteria, and finally providing an overall sum of ranks across exposure criteria and across "entering year" categories as the basis for final model rankings.

When the nine-month criterion was applied to ALL pupils, as shown in Table 4 in Appendix B, the results showed that, across models, 75% of those who entered in 1971-72 remained through 1972-73, 6[illegible]% through 1973-74, and 57% through 1974-75. For 1972-73 entrants, the continuance rate was 79% through 1973-74 and 67% through 1974-75. The 1973-74 entrants decreased by 25% by the end of the 1974-75 school year. On the five-month criterion (Table 1 in Appendix B) the rates were a few percentage points lower in each category.

Looking at the 1971-72 entering year data by model (Table 5), the continuance rates of ALL pupils in the Bank Street (63%), EDC (58%), Parent Implemented (56%), and Behavior Analysis (55%) Models were higher than the total-program rate on the five-month criterion. When the nine-month criterion was applied, the Bank Street (67%), Behavior Analysis (61%), and Parent Implemented (59%) Models exceeded the total-program rate, the EDC Model (57%) equalled it, the Philadelphia Process Model (53%) was a few percentage points lower, while the Bilingual and Florida Parent Models (each with 51%) showed the greatest losses.

When the 1972-73 entrants were considered, a ranking of the models produced the same order on both exposure criteria. For ALL pupils, the continuance rates of the Bank Street, Parent Implemented, Behavior Analysis, and EDC Models surpassed the total-program rate; the Philadelphia Process retention rate approximated that of the program as a whole, while the Bilingual and Florida Parent Models showed the most attrition.

Where 1973-74 entrants were concerned, continuance rates for ALL pupils showed little model variation. On the five-month criterion, Parent Implemented (76%) retained the most and Florida Parent (71%) the least, a range of only five percentage points. A similar pattern was evident on the nine-month criterion, where a nine percentage-point difference was found between the highest (79% for Behavior Analysis) and lowest (70% for EDC) retention rates.

A final ranking of the models, the result of summing the ranks across criteria, again produced a pattern already noted in the discussion of the general continuance index. The Bank Street, Parent Implemented, and Behavior Analysis Models ranked first, second, and third, respectively. The EDC and Philadelphia Process Models held the mid-positions, while the Bilingual and Florida Parent Models ranked sixth and last, respectively.

When all models were combined and the nine-month criterion applied (Table 6), 66% of the HS pupils who entered in 1971-72 remained through 1974-75, 9% higher than the ALL rate and 17% more than the NHS rate. On the less-demanding five-month criterion, 68% of the HS pupils remained, 14% above the ALL rate and 24% more than the NHS rate. Regardless of the exposure criterion employed, the Parent Implemented and Bank Street Models retained the most HS pupils over the four-year span, while the Bilingual and Florida Parent Models had the greatest losses.

In every model the HS group surpassed the ALL rates by at least ten percentage points. The most notable differences occurred in the Parent Implemented Model where the continuance rate favored the HS pupils by 21 percentage points on the five-month criterion and 19 on the nine-month.

Within some models the difference between H3 and NHS rates was even more striking. In the Bank Street, EDC, and Parent Implemented Models the differences were 26%, 28%, and 35%, respectively, on the five-month criterion.

When the focus was exclusively on HS pupils, a final ranking of the models produced the same order as found for ALL pupils. Bank Street ranked first, followed by Parent Implemented and Behavior Analysis. EDC and Philadelphia Process held the mid-positions, while Bilingual and Florida Parent ranked sixth and last, respectively.

A summary of NHS pupil continuance data is found in Table 7, presented in similar fashion to the ALL and HS data. NHS continuance rates have already been discussed in relation to HS and ALL rates and differences detailed for the 1971-72 entering-year group. The prevailing pattern over the years has been for HS pupils, whether in terms of the total program or individual models, to continue in the program at a significantly higher rate than NHS students.

SUMMARY AND CONCLUSIONS

Teacher Continuance

Of the 350 teachers assigned from 1971-72 to 1974-75, 208 (59%) remained in the program through 1974-75, while 142 (41%) left. The Philadelphia Process Model had the highest retention rate (73%), and the Florida Parent Model (46%) showed the most teacher mobility, a pattern consistently found in previous reports. Teacher continuance rates were 74%, 65%, and 60% for 1968-72, 1969-73, and 1970-74, respectively.

Probably, though this cannot be asserted with certainty, the decrease in pupil population and consequent necessity for redelineating school attendance areas in a number of cases are factors contributing to teacher mobility, since forced transfers would be likely to ensue from this changed set of conditions.

Conclusions

The retention rate of teachers was sufficiently high to insure continuity of treatment, and the ultimate aims of the program seem to be in no great danger through staff discontinuance.

Pupil Continuance

Of the 7936 pupils initially entering the program between 1971-72 and 1974-75 and remaining at least five months in their initial year and each succeeding year, 64% continued through 1974-75 when the five-month criterion was applied (rates of 71%, 65%, and 63% were reported for 1968-72, 1969-73, and 1970-74, respectively), compared to 68% on the more

stringent nine-month criterion. The retention rate for HS pupils was 73% on both criteria. NHS students had a 58% continuance rate on the five-month criterion and 64% on the more demanding nine-month criterion.

As in the previous reports, this year's results showed that HS pupils continued in the program at a significantly higher rate than NHS students.

Conclusions

Because the continuance rate of Follow Through pupils in Philadelphia continues to be satisfactory, there seems every reason to believe that pupils will remain enrolled in the program over a sufficient amount of time to receive the planned benefits of the program.

APPENDIX A

TABLE 1

TEACHER CONTINUANCE IN FOLLOW THROUGH PROGRAM - ALL MODELS

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	55	59	54	59	55	60	44	59	208	59
Teachers Not Remaining	39	41	37	41	36	40	30	41	142	41
Total	94	100	91	100	91	100	74	100	350	100

TABLE 2

TEACHER CONTINUANCE IN BANK STREET MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	7	54	8	57	9	90	4	57	28	64
Teachers Not Remaining	6	46	6	43	1	10	3	43	16	36
Total	13	100	14	100	10	100	7	100	44	100

TABLE 3

TEACHER CONTINUANCE IN BEHAVIOR ANALYSIS MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	12	63	12	67	11	55	10	71	45	63
Teachers Not Remaining	7	37	6	33	9	45	4	29	26	37
Total	19	100	18	100	20	100	14	100	71	100

TABLE 4

TEACHER CONTINUANCE IN BILINGUAL MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	10	56	9	53	8	50	9	64	36	55
Teachers Not Remaining	8	44	8	47	8	50	5	36	29	45
Total	18	100	17	100	16	100	14	100	65	100

TABLE 5

TEACHER CONTINUANCE IN EDC MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	9	53	10	53	11	61	9	47	39	53
Teachers Not Remaining	8	47	9	47	7	39	10	53	34	47
Total	17	100	19	100	18	100	19	100	73	100

TABLE 6

TEACHER CONTINUANCE IN FLORIDA PARENT MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	5	42	4	50	5	50	3	43	17	46
Teachers Not Remaining	7	58	4	50	5	50	4	57	20	54
Total	12	100	8	100	10	100	7	100	37	100

TABLE 7

TEACHER CONTINUANCE IN PARENT IMPLEMENTED MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	3	75	3	75	2	50	2	50	10	63
Teachers Not Remaining	1	25	1	25	2	50	2	50	6	37
Total	4	100	4	100	4	100	4	100	16	100

TABLE 8

TEACHER CONTINUANCE IN PHILADELPHIA PROCESS MODEL

Category	Grade Taught								All Grades	
	K		1		2		3			
	N	%	N	%	N	%	N	%	N	%
Teachers Remaining	9	75	8	73	9	69	7	78	33	73
Teachers Not Remaining	3	25	3	27	4	31	2	22	12	27
Total	12	100	11	100	13	100	9	100	45	100

TABLE 1. NUMBER AND PERCENT OF ALL PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST FIVE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	239.	377.	296.	347.	168.	73.	280.	1780.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	186.	286.	206.	255.	126.	57.	192.	1308.	89	383
	PCT--	77.82	75.86	69.59	73.49	75.00	78.08	68.57	73.48		
1973-74	NUM--	177.	240.	160.	215.	104.	47.	158.	1101.	352	325
	PCT--	74.06	63.66	54.05	61.96	61.90	64.38	56.43	61.85		
1974-75	NUM--	151.	207.	138.	200.	85.	41.	142.	964.	401	413
	PCT--	63.18	54.91	46.62	57.64	50.60	56.16	50.71	54.16		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	266.	455.	328.	375.	168.	81.	314.	1987.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	222.	340.	241.	274.	123.	62.	229.	1491.	240	254
	PCT--	83.46	74.73	73.48	73.07	73.21	76.54	72.93	75.04		
1974-75	NUM--	195.	290.	184.	240.	91.	58.	197.	1255.	359	369
	PCT--	73.31	63.74	56.10	64.00	54.17	71.60	62.74	63.16		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	269.	441.	374.	405.	180.	93.	356.	2118.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	193.	330.	269.	294.	128.	71.	250.	1541.	299	265
	PCT--	71.75	74.83	71.93	72.59	71.11	76.34	71.91	72.76		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	306.	413.	335.	410.	150.	91.	346.	2051.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

APPENDIX B

TABLE 2. NUMBER AND PERCENT OF HS PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST FIVE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	112.	164.	92.	189.	76.	30.	91.	754.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	97.	145.	77.	158.	61.	28.	74.	640.	26	88
	PCT--	86.61	88.41	83.70	83.60	80.26	93.33	81.32	84.88		
1973-74	NUM--	95.	129.	65.	142.	52.	25.	69.	577.	97	79
	PCT--	84.82	78.66	70.65	75.13	68.42	83.33	75.82	76.53		
1974-75	NUM--	86.	110.	55.	133.	46.	23.	61.	514.	137	103
	PCT--	76.79	67.07	59.78	70.37	60.53	76.67	67.03	68.17		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	126.	153.	81.	196.	83.	35.	129.	803.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	115.	122.	66.	159.	65.	30.	99.	656.	62	85
	PCT--	91.27	79.74	81.48	81.12	78.31	85.71	76.74	81.69		
1974-75	NUM--	103.	108.	55.	145.	52.	28.	89.	580.	111	112
	PCT--	81.75	70.59	67.90	73.98	62.65	80.00	68.99	72.23		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	66.	102.	87.	158.	57.	46.	158.	674.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	56.	93.	71.	118.	42.	38.	127.	545.	66	60
	PCT--	84.85	91.18	81.61	74.68	73.68	82.61	80.38	80.86		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	99.	101.	57.	100.	39.	24.	90.	510.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

TABLE 3. NUMBER AND PERCENT OF NHS PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST FIVE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	127.	213.	204.	158.	92.	43.	189.	1026.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	89.	141.	129.	97.	65.	29.	118.	668.	63	295
	PCT--	70.08	66.20	63.24	61.39	70.65	67.44	62.43	65.11		
1973-74	NUM--	82.	111.	95.	73.	52.	22.	89.	524.	255	246
	PCT--	64.57	52.11	46.57	46.20	56.52	51.16	47.09	51.07		
1974-75	NUM--	65.	97.	83.	67.	39.	18.	81.	450.	264	310
	PCT--	51.18	45.54	40.69	42.41	42.39	41.86	42.86	43.86		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	140.	302.	247.	179.	85.	46.	185.	1184.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	107.	218.	175.	115.	58.	32.	130.	835.	178	169
	PCT--	76.43	72.19	70.85	64.25	68.24	69.57	70.27	70.52		
1974-75	NUM--	92.	182.	129.	95.	39.	30.	108.	675.	248	257
	PCT--	65.71	60.26	52.23	53.07	45.88	65.22	58.38	57.01		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	203.	339.	287.	247.	123.	47.	198.	1444.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	137.	237.	198.	176.	86.	33.	129.	996.	233	205
	PCT--	67.49	69.91	68.99	71.26	69.92	70.21	65.15	68.98		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 5 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	207.	312.	278.	310.	111.	67.	256.	1541.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

TABLE 4. NUMBER AND PERCENT OF ALL PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST NINE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	192.	305.	208.	289.	138.	54.	219.	1405.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	159.	224.	150.	217.	105.	43.	162.	1060.	64	203
	PCT--	82.81	73.44	72.12	75.09	76.09	79.63	73.97	75.44		
1973-74	NUM--	149.	208.	123.	189.	81.	34.	131.	915.	247	232
	PCT--	77.60	68.20	59.13	65.40	58.70	62.96	59.82	65.12		
1974-75	NUM--	129.	185.	107.	166.	70.	32.	117.	806.	294	272
	PCT--	67.19	60.66	51.44	57.44	50.72	59.26	53.42	57.37		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	238.	373.	273.	329.	155.	83.	275.	1726.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	206.	290.	214.	258.	119.	65.	203.	1355.	148	149
	PCT--	86.55	77.75	78.39	78.42	76.77	78.31	73.82	78.51		
1974-75	NUM--	179.	257.	168.	228.	91.	59.	182.	1164.	262	257
	PCT--	75.21	68.90	61.54	69.30	58.71	71.08	66.18	67.44		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	260.	423.	360.	370.	150.	91.	319.	1973.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	200.	335.	263.	259.	114.	70.	248.	1489.	235	172
	PCT--	76.92	79.20	73.06	70.00	76.00	76.92	77.74	75.47		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	241.	365.	304.	345.	128.	77.	295.	1755.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

TABLE 5. NUMBER AND PERCENT OF HS PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST NINE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	105.	153.	81.	174.	64.	27.	86.	690.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	93.	111.	63.	139.	52.	24.	69.	551.	23	19
	PCT--	88.57	72.55	77.78	79.89	81.25	88.89	80.23	79.86		
1973-74	NUM--	90.	117.	55.	129.	40.	21.	65.	517.	89	72
	PCT--	85.71	76.47	67.90	74.14	62.50	77.78	75.58	74.93		
1974-75	NUM--	81.	102.	48.	115.	35.	21.	55.	457.	129	88
	PCT--	77.14	66.67	59.26	66.09	54.69	77.78	63.95	66.23		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	117.	131.	78.	190.	82.	35.	115.	748.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	104.	113.	67.	157.	66.	31.	89.	627.	41	59
	PCT--	88.89	86.26	85.90	82.63	80.49	88.57	77.39	83.82		
1974-75	NUM--	94.	101.	58.	143.	52.	28.	85.	561.	82	91
	PCT--	80.34	77.10	74.36	75.26	63.41	80.00	73.91	75.00		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	74.	113.	87.	160.	55.	48.	149.	686.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	64.	96.	69.	105.	39.	40.	118.	531.	68	60
	PCT--	86.49	84.96	79.31	65.63	70.91	83.33	79.19	77.41		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	94.	99.	57.	100.	40.	24.	95.	509.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		

TABLE 6. NUMBER AND PERCENT OF NRS PUPILS ENTERING THE FOLLOW THROUGH PROGRAM BETWEEN 1971-72 AND 1974-75 AND REMAINING AT LEAST NINE MONTHS EACH YEAR THROUGH 1974-75, BY TOTAL PROGRAM AND MODELS

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1971-72 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1971-72	NUM--	87.	152.	127.	115.	74.	27.	123.	715.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1972-73	NUM--	66.	113.	87.	78.	53.	19.	93.	509.	41	124
	PCT--	75.86	74.34	68.50	67.83	71.62	70.37	69.92	71.19		
1973-74	NUM--	59.	91.	68.	60.	41.	13.	66.	398.	158	130
	PCT--	67.82	59.87	53.54	52.17	55.41	48.15	49.62	55.66		
1974-75	NUM--	48.	83.	59.	51.	35.	11.	62.	349.	165	184
	PCT--	55.17	54.61	46.46	44.35	47.30	40.74	46.62	48.81		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1972-73 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1972-73	NUM--	121.	242.	195.	139.	73.	48.	160.	978.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1973-74	NUM--	102.	177.	147.	101.	53.	34.	114.	728.	107	90
	PCT--	84.30	73.14	75.38	72.66	72.60	70.83	71.25	74.44		
1974-75	NUM--	85.	156.	110.	85.	39.	31.	97.	603.	180	166
	PCT--	70.25	64.46	56.41	61.15	53.42	64.58	60.62	61.66		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1973-74 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1973-74	NUM--	186.	310.	273.	210.	95.	43.	170.	1287.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		
1974-75	NUM--	136.	239.	194.	154.	75.	30.	130.	958.	167	112
	PCT--	73.12	77.10	71.06	73.33	78.95	69.77	76.47	74.44		

CHILDREN WHO ENTERED FOLLOW THROUGH IN 1974-75 WHO COMPLETED AT LEAST 9 MONTHS EACH YEAR.

	MODEL	BANK STREET	BEHAVIOR ANALYSIS	BILINGUAL	EDC	FLORIDA PARENT	PARENT IMPLEMENTED	PHILA. PROCESS	ACROSS MODELS	NOT IN PROGRAM	OUT OF SYSTEM
1974-75	NUM--	147.	288.	247.	245.	88.	53.	200.	1246.	0	0
	PCT--	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00		